# *U.S. Department of Education*
# *2010 - Blue Ribbon Schools Program*

Type of School: (Check all that apply) [] Charter [] Title I [] Magnet [] Choice

Name of Principal: Dr. R. Bruce McMurry

Official School Name: Oakfield Elementary School

School Mailing Address:
P.O. Box 99
Oakfield, WI 53065-0099

County: Fond du Lac State School Code Number*: 4025

Telephone: (920) 583-3146 Fax: (920) 583-4671

Web site/URL: www.oakfield.k12.wi.us E-mail: brucemcmurry@yahoo.com

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I - Eligibility Certification), and certify that to the best of my knowledge all information is accurate.

_____ Date _____
(Principal's Signature)

Name of Superintendent*: Dr. Joseph Heinzelman

District Name: Oakfield School District Tel: (920) 583-3146

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I - Eligibility Certification), and certify that to the best of my knowledge it is accurate.

_____ Date _____
(Superintendent's Signature)

Name of School Board President/Chairperson: Mr. Robert Panzer

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I - Eligibility Certification), and certify that to the best of my knowledge it is accurate.

_____ Date _____
(School Board President's/Chairperson's Signature)

**Private Schools: If the information requested is not applicable, write N/A in the space.*
The original signed cover sheet only should be converted to a PDF file and emailed to Aba Kumi, Blue Ribbon Schools Project Manager (aba.kumi@ed.gov) or mailed by expedited mail or a courier mail service (such as Express Mail, FedEx or UPS) to Aba Kumi, Director, Blue Ribbon Schools Program, Office of Communications and Outreach, U.S. Department of Education, 400 Maryland Ave., SW, Room 5E103, Washington, DC 20202-8173

# PART I - ELIGIBILITY CERTIFICATION

The signatures on the first page of this application certify that each of the statements below concerning the school's eligibility and compliance with U.S. Department of Education, Office for Civil Rights (OCR) requirements is true and correct.

1. The school has some configuration that includes one or more of grades K-12. (Schools on the same campus with one principal, even K-12 schools, must apply as an entire school.)

2. The school has made adequate yearly progress each year for the past two years and has not been identified by the state as "persistently dangerous" within the last two years.

3. To meet final eligibility, the school must meet the state's Adequate Yearly Progress (AYP) requirement in the 2009-2010 school year. AYP must be certified by the state and all appeals resolved at least two weeks before the awards ceremony for the school to receive the award.

4. If the school includes grades 7 or higher, the school must have foreign language as a part of its curriculum and a significant number of students in grades 7 and higher must take the course.

5. The school has been in existence for five full years, that is, from at least September 2004.

6. The nominated school has not received the Blue Ribbon Schools award in the past five years, 2005, 2006, 2007, 2008 or 2009.

7. The nominated school or district is not refusing OCR access to information necessary to investigate a civil rights complaint or to conduct a district-wide compliance review.

8. OCR has not issued a violation letter of findings to the school district concluding that the nominated school or the district as a whole has violated one or more of the civil rights statutes. A violation letter of findings will not be considered outstanding if OCR has accepted a corrective action plan from the district to remedy the violation.

9. The U.S. Department of Justice does not have a pending suit alleging that the nominated school or the school district as a whole has violated one or more of the civil rights statutes or the Constitution's equal protection clause.

10. There are no findings of violations of the Individuals with Disabilities Education Act in a U.S. Department of Education monitoring report that apply to the school or school district in question; or if there are such findings, the state or district has corrected, or agreed to correct, the findings.

# PART II - DEMOGRAPHIC DATA

**All data are the most recent year available.**

**DISTRICT** (Questions 1-2 not applicable to private schools)

1. Number of schools in the district: (per district designation)

| | |
|---|---|
| 1 | Elementary schools (includes K-8) |
| | Middle/Junior high schools |
| 1 | High schools |
| | K-12 schools |
| **2** | **TOTAL** |

2. District Per Pupil Expenditure: 11181

**SCHOOL** (To be completed by all schools)

3. Category that best describes the area where the school is located:

[ ] Urban or large central city
[ ] Suburban school with characteristics typical of an urban area
[ ] Suburban
[ ] Small city or town in a rural area
[ X ] Rural

4. 19 Number of years the principal has been in her/his position at this school.

5. Number of students as of October 1 enrolled at each grade level or its equivalent in applying school only:

| Grade | # of Males | # of Females | Grade Total | Grade | # of Males | # of Females | Grade Total |
|---|---|---|---|---|---|---|---|
| **PreK** | 16 | 13 | 29 | **6** | | | 0 |
| **K** | 17 | 20 | 37 | **7** | | | 0 |
| **1** | 26 | 16 | 42 | **8** | | | 0 |
| **2** | 17 | 15 | 32 | **9** | | | 0 |
| **3** | 17 | 7 | 24 | **10** | | | 0 |
| **4** | 22 | 24 | 46 | **11** | | | 0 |
| **5** | 20 | 15 | 35 | **12** | | | 0 |
| | | **TOTAL STUDENTS IN THE APPLYING SCHOOL** | | | | | 245 |

6. Racial/ethnic composition of the school:

| | |
|---|---|
| 1 | % American Indian or Alaska Native |
| | % Asian |
| | % Black or African American |
| 3 | % Hispanic or Latino |
| | % Native Hawaiian or Other Pacific Islander |
| 96 | % White |
| | % Two or more races |
| **100** | **% Total** |

Only the seven standard categories should be used in reporting the racial/ethnic composition of your school. The final Guidance on Maintaining, Collecting, and Reporting Racial and Ethnic data to the U.S. Department of Education published in the October 19, 2007 *Federal Register* provides definitions for each of the seven categories.

7. Student turnover, or mobility rate, during the past year: 5 %

This rate is calculated using the grid below. The answer to (6) is the mobility rate.

| | | |
|---|---|---|
| **(1)** | Number of students who transferred ***to*** the school after October 1 until the end of the year. | 4 |
| **(2)** | Number of students who transferred ***from*** the school after October 1 until the end of the year. | 7 |
| **(3)** | Total of all transferred students [sum of rows (1) and (2)]. | 11 |
| **(4)** | Total number of students in the school as of October 1. | 237 |
| **(5)** | Total transferred students in row (3) divided by total students in row (4). | 0.046 |
| **(6)** | Amount in row (5) multiplied by 100. | 4.641 |

8. Limited English proficient students in the school: 3 %

Total number limited English proficient 8

Number of languages represented: 1

Specify languages:

Spanish

9. Students eligible for free/reduced-priced meals: 25 %

Total number students who qualify: 61

If this method does not produce an accurate estimate of the percentage of students from low-income families, or the school does not participate in the free and reduced-price school meals program, specify a more accurate estimate, tell why the school chose it, and explain how it arrived at this estimate.

10. Students receiving special education services: 21 %

Total Number of Students Served: 51

Indicate below the number of students with disabilities according to conditions designated in the Individuals with Disabilities Education Act. Do not add additional categories.

| | | | |
|---|---|---|---|
| 2 | Autism | 0 | Orthopedic Impairment |
| 0 | Deafness | 0 | Other Health Impaired |
| 0 | Deaf-Blindness | 2 | Specific Learning Disability |
| 3 | Emotional Disturbance | 23 | Speech or Language Impairment |
| 0 | Hearing Impairment | 0 | Traumatic Brain Injury |
| 0 | Mental Retardation | 0 | Visual Impairment Including Blindness |
| 0 | Multiple Disabilities | 0 | Developmentally Delayed |

11. Indicate number of full-time and part-time staff members in each of the categories below:

| | Number of Staff | |
|---|---|---|
| | **Full-Time** | **Part-Time** |
| Administrator(s) | 1 | 0 |
| Classroom teachers | 12 | 0 |
| Special resource teachers/specialists | 2 | 8 |
| Paraprofessionals | 1 | 2 |
| Support staff | 0 | 3 |
| Total number | 16 | 13 |

12. Average school student-classroom teacher ratio, that is, the number of students in the school divided by the Full Time Equivalent of classroom teachers, e.g., 22:1 **20 :1**

13. Show the attendance patterns of teachers and students as a percentage. Only middle and high schools need to supply dropout rates. Briefly explain in the Notes section any attendance rates under 95%, teacher turnover rates over 12%, or student dropout rates over 5%.

| | 2008-2009 | 2007-2008 | 2006-2007 | 2005-2006 | 2004-2005 |
|---|---|---|---|---|---|
| Daily student attendance | 97% | 97% | 96% | 97% | 97% |
| Daily teacher attendance | 99% | 99% | 99% | 99% | 99% |
| Teacher turnover rate | 0% | 2% | 0% | 0% | 2% |
| Student dropout rate | 0% | 0% | 0% | 0% | 0% |

Please provide all explanations below.

14. For schools ending in grade 12 (high schools).

Show what the students who graduated in Spring 2009 are doing as of the Fall 2009.

| | | |
|---|---|---|
| Graduating class size | 0 | |
| Enrolled in a 4-year college or university | 0 | % |
| Enrolled in a community college | 0 | % |
| Enrolled in vocational training | 0 | % |
| Found employment | 0 | % |
| Military service | 0 | % |
| Other (travel, staying home, etc.) | 0 | % |
| Unknown | 0 | % |
| **Total** | | % |

# PART III - SUMMARY

The School District of Oakfield's Mission Statement is: "A caring community providing **O**pportunities to **A**chieve **K**nowledge for **S**uccess (**OAKS**)." Our informal belief statement is: "We do what's best for kids." Oakfield Elementary School is a community of learners where children and adults work in partnership to learn and grow together. Located in Oakfield, Wisconsin, a rural working class community near Fond du Lac, Wisconsin, Oakfield Elementary School has developed a tradition of excellence. Our school district received recognition from the independent Wisconsin Taxpayers Alliance as one of 25 "overachieving school districts" in Wisconsin in 2001, based on a three year average of our elementary school's third grade reading scores on the Wisconsin State Third Grade Reading Test. We have continued to maintain high scores in the Wisconsin Student Assessment System tests in reading, language arts, mathematics, science, and social studies. We also monitor student achievement twice a year through the North West Evaluation Association (NWEA) Measuring Academic Progress (MAP) tests.

Much of the success of Oakfield Elementary School has been based on developing a culture of collaboration. Our collaboration was put to the test in the summer of 2009 as we reconfigured our school system structures and moved into a new facility, which formerly had been the Oakfield Middle School. The School District of Oakfield thus went from three schools—a 4K-5 elementary school (Belle Reynolds Elementary), a 6-8 middle school (Oakfield Middle), and a 9-12 high school (Oakfield High), to two schools. Our nomination as a Blue Ribbon School, and the attached supporting data, encompasses the five year timeframe through 2008-09 in which we were a grade 4K-5 elementary school.

The School District of Oakfield schools are now called Oakfield Elementary School, grades 4K-6, and Oakfield Junior/Senior High School, grades 7-12. Oakfield Elementary School is a school with traditional classrooms, and we have all been working hard to make the adjustment from an open concept school. During our adjustment, we have learned anew that a school is not bricks and mortar. A school is a community of children and adults who work and learn together.

The Oakfield Elementary School houses a child care program operated by the school district. During the school day the child care center has preschoolers, and before and after school the center houses school age children as well. The child care center serves over 100 students each week. The staff members of the child care center and the elementary school work together to give our children and our families a comprehensive, coordinated and family friendly school experience.

We often ask ourselves, "What is it like to be a student at Oakfield Elementary School?" We believe that students can "**feel good** about themselves" and build self-esteem **by doing "good"—**doing good work, making good choices, and doing good things for others. We work hard to help students understand that each of them has unique gifts and each of them can make a positive contribution. We strive to develop synergy with our students, staff and community, where the contributions of the whole are greater than the sum of the parts. Students are taught to look out for each other and help each other, and to "Treat Others the Way You Want to be Treated." Visitors to our building, substitute teachers, and staff that travel to other schools often comment on how our students look after each other, and they notice the warm, caring building climate.

We feel that helping students know that they have unique gifts, know that they can make a positive difference, and know that they are making good choices can go a long way toward building the foundation they need to be happy and successful adults. The good work habits, sense of worth and contribution, and strong abilities in the basic skills developed at Oakfield Elementary School are important keys to later success!

# PART IV - INDICATORS OF ACADEMIC SUCCESS

1. **Assessment Results:**

Oakfield Elementary School has relatively small grade level numbers. The number of students tested in each grade level over the five year sample ranges from 20-42 students. This means that a single student who fails to reach proficiency, for example, translates into between 2% and 5% of the total for the grade level. Given the sample sizes, we look at grade level cohorts and multi-year data variances to determine trends.

The Wisconsin Department of Public Instruction (DPI) established state standards in the 1990s, and designed the Wisconsin Student Assessment System (WSAS) to measure the progress of students across the state in meeting the standards. The major part of the WSAS is the Wisconsin Knowledge and Concepts Exam (WKCE) assessment. Students in grades 3-8 and grade 10 are assessed in reading and math on the WKCE each year. Students in grades 4, 8, and 10 are also assessed on the WKCE in language arts, science, and social studies. The DPI has benchmarked standards of proficiency and advanced proficiency on its WKCE assessments. A website provides aggregate data, available to the public, on its Wisconsin Network for Successful Schools (WINSS) website, in a variety of forms, including comparisons with other districts using bar graphs and scatter plots. The site contains a wealth of information. The web address is http://data.dpi.state.wi.us/data/selschool.asp.

Students in our school have been testing at high levels in reading and math since the late 1990s, so we are often fine tuning for 0-3 students who may be below proficiency in reading and math. This gives us the luxury of looking at specific students who may be having difficulty as well as looking at grade level cohorts. Our goals in the WKCE assessments have been to maintain or increase the high percentage of students who attain the proficient level, and to increase the percentage of students who attain the advanced proficient level.

Even with our small sample sizes, our percentages of students who attain scores at or above the proficient level in reading often remain relatively stable. For example, the cohort of students who were in grade 5 in 2008-09 scored 100% at or above the proficient level in reading in 2008-09, in 2007-08, and in 2006-07. We see a similar consistency in the students who were in grade 5 in 2007-08. They scored 94% at or above the proficient level in reading in 2007-08, 90% at or above in 2006-07, and 91% at or above in 2005-06. In reading, of thirteen scores reported in the data tables in grades 3-5 for proficient and advanced, only two of the scores are below 90% (86% and 88%). Percentages of students attaining the proficient level range from 86% to 100%. Advanced percentages range from 36% to 67%. There is a trend in reading for cohorts to increase in percentages at or above the proficient level in as student progress through the grades. Cohorts also increase in percentages attaining the advanced level in reading as students progress through the grades.

In math, there is also a general tendency for cohort scores to rise as students go through the grades. There is a wider range in the percentage of students attaining proficient and above level in math (73% to 100%) and the advanced level in math (25% to 70%).

We are, as always, looking at students who are below the proficient level. In addition, we have begun to look at percentages of students who are at the advanced level, and to fine tune our curriculum and instruction to help more students reach the advanced proficient level. In both reading and math, we are exploring open ended assignments ranging into higher level thinking skills—from Bloom's taxonomy, analysis, synthesis, and evaluation. We are incorporating more non-fiction reading and research into our reading instruction. We are incorporating more hands-on and real-world math applications into our math instruction. We are also making sure we introduce our third, fourth and fifth grade students to beginning algebra and geometry concepts each year.

2. **Using Assessment Results:**

Oakfield Elementary School has conducted annual data retreats as a means of improving instruction since 2000. That summer we hired a consultant from the Wisconsin Cooperative Education Services Agency, CESA 6. A team of our educators went through a two day process learning how to disaggregate data and look for trends, and align instruction with assessments as appropriate. Staff participants in that first data retreat felt it would be valuable to include all staff who were involved in the instruction of children, including areas such as art, music, phy ed, pupil services staff, and instructional paraprofessionals, in the data retreat process. We have continued to include every staff member in numerous data retreats since 2000.

We have found item analysis to be very helpful in breaking down and analyzing grade level data. In recent years, we have also cross referenced the state WKCE assessment results, North West Evaluation Association (NWEA) Measuring Academic Progress (MAP) test data, student grades, student attendance, and classroom teacher assessments and observations to get a more complete picture of individual students and their needs, and to determine who might be academically "at risk." We use this data to fine tune both our curriculum and our delivery of instruction.

We integrate our special education, Title 1, and at risk teachers into the regular education classrooms as much as possible, breaking students down into small groups for instruction, especially in reading. In this way we differentiate instruction, and focus on student instructional needs as determined by our ongoing data review. We drive much of our instruction with data, but we also know that there are important areas of instruction that are not assessed on state tests or other group assessments, and we don't short change those areas. We believe that for students to do their best, they need a comprehensive school experience.

3. **Communicating Assessment Results:**

Student performance results on assessments are initially sent to parents along with explanatory letters. We share information on both the state WKCE tests, given once a year in November (grades 3-5), and on the NWEA MAP tests, which we administer in January and May each year (grades 2-5 in January and grades 1-5 in May). Parents are encouraged to contact staff if they have any questions regarding student test data. Both regular education teachers and resource teachers (special education, Title 1, at risk teachers) discuss assessment results with parents in conferences, informal meetings, IEP meetings, phone calls, and by email. Long before No Child Left Behind legislation required annual testing of students in grades 3-5, we tested students every year beginning in grade 2. At first we used the "off level" Terra Nova tests, on which the WKCE tests were mainly based. In the 2003-2004 school year we switched to the MAP tests, which are computer based and have instant results. Often students write down their scores on sub tests as soon as they complete them, because their scores are displayed right on their computers!

Copies are made of our school-wide assessment results, which go to staff, administration, newspapers, newsletters to the community, and other media. We advertise the WINSS data site, and a number of community members have accessed this site over the years. Periodic reports are given to the school board and the PTO regarding student performance.

The current system of financing schools in Wisconsin requires many districts, due to declining enrollments and the connection of enrollments to state aid, to go to referenda to approve operating costs. In our district, we have had many informational meetings over the years to explain the need for more revenue. Our test results are often part of the discussions, and have been a very positive selling point for people to vote "yes" on raising their local property taxes.

4. **Sharing Success:**

Oakfield Elementary has shared its successes, and keys to its successes, through presentations at regional, statewide, and national workshops and conventions. Informally, we have shared information through regional and statewide network meetings. There have also been numerous newspaper articles and publications that have highlighted some of our successes. The principal of Oakfield Elementary was recognized as Wisconsin Title 1 Administrator of the Year by the Wisconsin Title 1 Association in 2005.

We presented some of the keys to our success at a Wisconsin Manufacturers and Commerce (WMC) state meeting, after being recognized by the independent Wisconsin Taxpayers Alliance as one of 25 "overachieving school districts" in Wisconsin based on our third grade reading scores over a period of three years. The principal shared research on effective hiring practices at the national American Educational Research Association (AERA) conference, and published his findings. Teams of educational staff and the principal have presented on our Oakfield Elementary Character Education Program, which includes yearly themes and school shirts based on each yearly theme, along with monthly character qualities, at CESA 6 meetings and at the statewide "Building the Heart of Successful Schools" conference sponsored by DPI. The principal has presented information on running a school wide reading program at the Wisconsin State Reading Association (WSRA) conference. We have presented about our resource programs and the integration of regular education, special education, Title 1 and at risk programs at the DPI sponsored statewide "Wisconsin Promise Conference." The principal has taught graduate classes through Marian University that have included information on data analysis, character education, and the integration of regular education and resource programs. The principal has also presented information and run workshops on character education programs in various school districts, and has taught graduate classes at UW-Oshkosh on character education. A team of staff members and the principal have taught two different graduate courses that have met right at the school after hours through Marian University on effective techniques for reading instruction.

# PART V - CURRICULUM AND INSTRUCTION

1. **Curriculum:**

The curriculum at Oakfield Elementary School is traditional, for the most part. We anchor the areas of reading, language arts, mathematics, science, and social studies with learning targets and textbooks. These are aligned with state and national standards. Instruction in learning targets is fine tuned based on assessment data. In recent years we have "mapped" our curriculum, deciding what sequence and how long we teach units of instruction. As we have progressed in this process, our textbooks still provide important structure for our curriculum, but we use them more as resources which we supplement with other materials and resources. Much of our instruction is enhanced with technology. All of our classrooms in grades 3-5 have Smart Boards, and we are working toward having Smart Boards in each classroom 4K-2 in the next year or two. Our PTO has contributed funds, used along with district funds, to meet this goal.

In reading, language arts, and mathematics, we use an integrated resource program to deliver instruction as much as possible. Our classroom teachers at each grade level work with Title 1, special education, and at risk teachers (we call these teachers collectively "resource teachers") to break students into small groups for part of the time. The classroom teachers are the "quarterbacks" of this process, to make sure instruction lines up with the curriculum and that learning targets are addressed. Our special education, Title 1, and at risk students are integrated with regular education students in these groups whenever possible.

Social studies and science instruction is taught by grade level teachers. Thanks to our PTO and parent support, our students take field trips in each grade to locations that deepen our students' understanding of social studies and science curriculum. With the help of several state grants, we developed a school forest within walking distance of our school on land owned by our school district which adjoins land owned by the state of Wisconsin. This land runs along the "ledge," a part of the Niagara escarpment. The ledge has interesting geological features, and a history that involves Native Americans and Wisconsin settlers. Our school forest has provided an outdoor laboratory to enhance our social studies and science classes.

Visual and performing arts instruction is provided by specialists in the areas of art, music, and physical education. Our specialists have developed a curriculum and learning targets that align with state and national standards. Our students have one hour of instruction in each of these areas. All of our students perform in music concerts each year. We were awarded a "Pep" grant in physical education three years ago. This allowed us to purchase and include in our instruction state of the art fitness equipment, including a climbing wall.

Oakfield Elementary provides students with a comprehensive developmental guidance curriculum. Our counselor goes into classrooms several times a month. Developmental guidance classroom activities center around monthly character themes, such as respect, responsibility, and honesty. In addition, our counselor coordinates the planning of a yearly theme. Shirts and sweatshirts are designed around the theme, and along with our students, parents, staff members, and community members purchase them each year. In our school of 250 students, we sell over 400 shirts each year! We feature academic content each year as a part of our theme. For example, the "Learning is the Adventure of a Lifetime" theme involves "traveling" to a continent each month. Facts about the featured continent are shared each month on the announcements, and classrooms develop activities on the continent. Our yearly themes build school spirit and add a lot to our school culture!

2a. **(Elementary Schools) Reading**:
(This question is for elementary schools only)

Oakfield Elementary School's reading curriculum is multi-faceted. We use a basal series K-5 to keep us on track with skills, but we branch significantly off of the basal in a number of ways. Reading is a key part of our

instructional mission throughout the day, so it is integrated into all areas of the curriculum, including, when appropriate, into art, music and physical education.

We begin with literacy and sound-symbol relationships in 4 year old kindergarten, and use a program called "Literacy Links" in 4K and K. This introduces students to letters and sounds by having them learn signs they can make, similar to sign language, for each letter. We use an early reading program, "Reading on First and Home (ROFAH)," with our beginning readers. As our staff analyzes formal and informal assessment data on an ongoing basis, they identify students with common instructional needs and create small groups. The small groups are instructed by classroom teachers, as well as special education, Title 1 and at risk teachers (collectively called resource teachers). We believe in being proactive with our early readers, helping them immediately instead of waiting for them to fail. As students progress in reading, they are split into guided reading groups for part of the time using our classroom and resource teachers. Most of the time guided reading groups are based on student instructional needs. These groups are formed from formal and informal analyses of data. But groups are also reshuffled periodically into interest groups composed of students from many ability levels. These groups often focus around non-fiction reading materials.

We have a number of reading incentive programs, including "Lunch and a Good Book," where parents join children for lunch and listen together to a guest reader, "Reading Minutes for Rewards," and "Big Buddy" reading, where younger students read with "Big Buddies."

3. **Additional Curriculum Area:**

The comprehensive physical and life sciences program at Oakfield Elementary School is unique. Part of our mission is to help our students become lifelong learners. An appreciation of our environment, and problem solving using the scientific method, are key parts of this. A retired teacher has volunteered countless hours developing the school forest, which is within walking distance of the school. In this outdoor lab, 4K-5$^{th}$ grade students acquire a deeper understanding of the physical sciences, including geology, chemistry, and astronomy, and of the life sciences, as they learn firsthand about trees and other plants, birds, insects, and mammals.

Two Oakfield Elementary teachers have been honored as the "Wisconsin Elementary Science Teacher of the Year." These teachers were instrumental in developing "Science Night," where students and their parents rotate through various science activity centers, and in developing partnerships around science education. The library houses numerous displays of birds and animals from the area that have been donated by partnerships of local donors and taxidermists. A Community Learning Center federal grant provided a large fish tank in the library. The tank is now stocked and maintained by a local fish store through PTO donations. A partnership with Ripon College has provided teachers with numerous science staff development opportunities on site. The Oakfield summer school program offers science enrichment classes for students. Classes have included hands on physical sciences, fishing, orienteering, astronomy, and camping. Partnerships have been formed with the Wisconsin Department of Natural Resources (DNR) and the Wisconsin Department of Corrections (DOC) for the development and maintenance of the school forest. The DNR LEAF program also has provided staff to run nature education training for our elementary staff. The school has also benefitted from several WEEB grants, which have allowed us to develop curriculum and activities using the school forest at each grade level.

4. **Instructional Methods:**

Differentiation at Oakfield Elementary takes place primarily through "fluid grouping." Groups are created to meet individual student instructional needs as staff work together to review assessment data. Instructional groups "wink" in and out of existence as needed to meet the needs of our students. A very important part of our differentiated instructional delivery is our integrated resource teacher concept, where we don't worry about the official titles teachers have (Title 1, special education, at risk), or that students have, but rather begin with the instructional needs of our individual students. In reading, for example, we work with guided reading

groups at all grades 1-5. But rather than keeping the groups the same all year, we often reshuffle them every 4-6 weeks. Further, rather than ability grouping the bluebirds, blackbirds, and buzzards, we introduce interest groups periodically that can contain students of all ability levels. We sometimes give students a loving "push" rather than an enabling hug. We expect students to be able to achieve if we can focus instruction at their level, and encourage them to not give up. Seeing the "light bulb" of understanding go on as a student grasps a concept makes all the extra effort worthwhile.

We provide a lot of enrichment experiences for all students. Rather than having pull out gifted programming, we give all students the chance to pursue challenging material in which they are interested. Our library and technology provide a wonderful window to the world for all of our students. Several years ago we hired a teacher who had taught in Africa and with the Inuit tribes in Alaska. She has given all of us a firsthand experience with other cultures. In a small rural school district like ours, that is a unique opportunity. Our summer school program, often attended by over 70% of our students, provides many enrichment opportunities as well.

5. **Professional Development:**

Staff development at Oakfield Elementary has been coordinated by the principal with input from key staff leaders. It is designed to be job embedded, ongoing, and directly connected to student achievement, with content threads lasting multiple years. Components of staff development include monthly two-hour early release times, two to four full day workshops, summer curriculum workshops, release days for staff as needed to continue implementation of initiatives, and on site graduate classes offered after school and on weekends. Analysis of student achievement through data retreats has been instrumental in improving student achievement and in addressing weaknesses in instruction. As a result curriculum is realigned as needed. Staff members have learned and applied new research-proven instructional strategies. We have established Professional Learning Communities as a way to build capacity in our staff to more effectively focus on student achievement, and develop ways to improve it. As more students have reached proficiency, our analysis of student achievement has focused more on individual student learning needs. In addition to formal and informal assessment data, staff have examined attendance, grades, behavior, and other factors affecting student learning. Specific individual needs have been addressed through individual and small group instruction and tutoring, delivered by resource staff (special education, Title 1, and at risk teachers), paraprofessionals, and student, parent, and community volunteers.

A process for aligning and analyzing curriculum on an ongoing basis to enhance student learning has been developed and implemented over the last eight years. We have employed the three questions posed by Rick DuFour to assist in clarifying this process: 1. What do we want students to learn (development and mapping of 10-20 learning targets for each subject area in each grade)? 2. How will we know they've learned it (analysis of informal and formal assessment results)? 3. How will we help students who haven't learned it--and challenge those students who have learned it (development of at risk instruction and enrichment activities)?

6. **School Leadership:**

The principal of Oakfield Elementary School strives to create and maintain a culture of collaboration. Staff members are encouraged to try new ideas to improve student learning, under the slogan "Anything worth doing is worth doing badly, rather than not at all." When new staff members are hired, our interview teams, made up of the principal and staff volunteers (selected on a rotating basis), look for people who are team oriented, and who have a passion for students to achieve to the best of their ability. We don't want to hire staff who go in their classrooms and close the door and isolate themselves. We want people who have a vision and understanding of the overall school beyond their classrooms.

We strive to nurture and empower leaders on our staff—to be an incubator for leaders. We have a curriculum cabinet, made up of the principal and teachers representing each of the core areas. This group looks at textbook adoptions, development of learning targets, and examines assessment results looking for weak areas, or "holes" in the curriculum. We have a staff advisory council, made up of the principal, a representative from the primary grades (4K-2), intermediate grades (3-5), paraprofessionals and support staff, and resource staff. This group sets policies and procedures for the overall operation of the school, including schedules, recess procedures, lunch routines, fire drills, and the like. The group also addresses questions, suggestions, and problems that arise related to school policies and procedures. We also have a data team, made up of the principal, the guidance counselor, and the reading specialist. This group oversees the administration of formal assessments and the dissemination of data, making sure guidelines are followed and deadlines are met.

# PART VII - ASSESSMENT RESULTS

## STATE CRITERION-REFERENCED TESTS

Subject: Mathematics Grade: 3 Test: WKCE

Edition/Publication Year: 2009 Publisher: CTB McGraw-Hill

| | 2008-2009 | 2007-2008 | 2006-2007 | 2005-2006 | 2004-2005 |
|---|---|---|---|---|---|
| Testing Month | Nov | Nov | Nov | Nov | |
| **SCHOOL SCORES** | | | | | |
| % Proficient plus % Advanced | 83 | 78 | 95 | 88 | |
| % Advanced | 36 | 25 | 43 | 44 | |
| Number of students tested | 42 | 36 | 21 | 34 | |
| Percent of total students tested | 100 | 100 | 100 | 100 | |
| Number of students alternatively assessed | 0 | 0 | 0 | 0 | |
| Percent of students alternatively assessed | 0 | 0 | 0 | 0 | |
| **SUBGROUP SCORES** | | | | | |
| **1. Socio-Economic Disadvantaged/Free and Reduced-Price Meal Students** | | | | | |
| % Proficient plus % Advanced | | | | | |
| % Advanced | | | | | |
| Number of students tested | 6 | 7 | 3 | 7 | |
| **2. African American Students** | | | | | |
| % Proficient plus % Advanced | | | | | |
| % Advanced | | | | | |
| Number of students tested | 0 | 0 | 0 | 0 | |
| **3. Hispanic or Latino Students** | | | | | |
| % Proficient plus % Advanced | | | | | |
| % Advanced | | | | | |
| Number of students tested | 0 | 1 | 0 | 2 | |
| **4. Special Education Students** | | | | | |
| % Proficient plus % Advanced | | | | | |
| % Advanced | | | | | |
| Number of students tested | | | | | |
| **5. Limited English Proficient Students** | | | | | |
| % Proficient plus % Advanced | | | | | |
| % Advanced | | | | | |
| Number of students tested | | | | | |
| **6. Largest Other Subgroup** | | | | | |
| % Proficient plus % Advanced | | | | | |
| % Advanced | | | | | |
| Number of students tested | | | | | |

Notes:
Wisconsin did not administer the WKCE in Grades 3 & 5 for the 2004-2005 school year. When cell sizes are too small, Wisconsin does not report scores in order to protect the confidentiality of individual student results.

Subject: Reading Grade: 3 Test: WKCE

Edition/Publication Year: 2009 Publisher: CTB McGraw-Hill

| | 2008-2009 | 2007-2008 | 2006-2007 | 2005-2006 | 2004-2005 |
|---|---|---|---|---|---|
| Testing Month | Nov | Nov | Nov | Nov | |
| **SCHOOL SCORES** | | | | | |
| % Proficient plus % Advanced | 93 | 86 | 100 | 91 | |
| % Advanced | 36 | 47 | 67 | 50 | |
| Number of students tested | 42 | 36 | 21 | 34 | |
| Percent of total students tested | 100 | 100 | 100 | 100 | |
| Number of students alternatively assessed | 0 | 0 | 0 | 0 | |
| Percent of students alternatively assessed | 0 | 0 | 0 | 0 | |
| **SUBGROUP SCORES** | | | | | |
| **1. Socio-Economic Disadvantaged/Free and Reduced-Price Meal Students** | | | | | |
| % Proficient plus % Advanced | | | | | |
| % Advanced | | | | | |
| Number of students tested | 6 | 7 | 3 | 7 | 0 |
| **2. African American Students** | | | | | |
| % Proficient plus % Advanced | | | | | |
| % Advanced | | | | | |
| Number of students tested | | | | | |
| **3. Hispanic or Latino Students** | | | | | |
| % Proficient plus % Advanced | | | | | |
| % Advanced | | | | | |
| Number of students tested | 0 | 1 | 0 | 2 | 0 |
| **4. Special Education Students** | | | | | |
| % Proficient plus % Advanced | | | | | |
| % Advanced | | | | | |
| Number of students tested | | | | | |
| **5. Limited English Proficient Students** | | | | | |
| % Proficient plus % Advanced | | | | | |
| % Advanced | | | | | |
| Number of students tested | | | | | |
| **6. Largest Other Subgroup** | | | | | |
| % Proficient plus % Advanced | | | | | |
| % Advanced | | | | | |
| Number of students tested | | | | | |

Notes:
Wisconsin did not administer the WKCE in Grades 3 & 5 for the 2004-2005 school year. When cell sizes are too small, Wisconsin does not report scores in order to protect the confidentiality of individual student results.

Subject: Mathematics Grade: 4 Test: w

Edition/Publication Year: 2009 Publisher: CTB McGraw-Hill

| | 2008-2009 | 2007-2008 | 2006-2007 | 2005-2006 | 2004-2005 |
|---|---|---|---|---|---|
| Testing Month | Nov | Nov | Nov | Nov | Nov |
| **SCHOOL SCORES** | | | | | |
| % Proficient plus % Advanced | 92 | 89 | 94 | 73 | 74 |
| % Advanced | 33 | 26 | 39 | 40 | 46 |
| Number of students tested | 36 | 19 | 31 | 30 | 39 |
| Percent of total students tested | 100 | 100 | 100 | 100 | 100 |
| Number of students alternatively assessed | 0 | 0 | 0 | 0 | 0 |
| Percent of students alternatively assessed | 0 | 0 | 0 | 0 | 0 |
| **SUBGROUP SCORES** | | | | | |
| **1. Socio-Economic Disadvantaged/Free and Reduced-Price Meal Students** | | | | | |
| % Proficient plus % Advanced | | | | | |
| % Advanced | | | | | |
| Number of students tested | 6 | 3 | 5 | 4 | 2 |
| **2. African American Students** | | | | | |
| % Proficient plus % Advanced | | | | | |
| % Advanced | | | | | |
| Number of students tested | 0 | 0 | 0 | 0 | 0 |
| **3. Hispanic or Latino Students** | | | | | |
| % Proficient plus % Advanced | | | | | |
| % Advanced | | | | | |
| Number of students tested | | | | | |
| **4. Special Education Students** | | | | | |
| % Proficient plus % Advanced | | | | | |
| % Advanced | | | | | |
| Number of students tested | | | | | |
| **5. Limited English Proficient Students** | | | | | |
| % Proficient plus % Advanced | | | | | |
| % Advanced | | | | | |
| Number of students tested | | | | | |
| **6. Largest Other Subgroup** | | | | | |
| % Proficient plus % Advanced | | | | | |
| % Advanced | | | | | |
| Number of students tested | | | | | |

Notes:
Wisconsin did not administer the WKCE in Grades 3 & 5 for the 2004-2005 school year. When cell sizes are too small, Wisconsin does not report scores in order to protect the confidentiality of individual student results.

Subject: Reading Grade: 4 Test: WKCE

Edition/Publication Year: 2009 Publisher: CTB McGraw-Hill

| | 2008-2009 | 2007-2008 | 2006-2007 | 2005-2006 | 2004-2005 |
|---|---|---|---|---|---|
| Testing Month | Nov | Nov | Nov | Nov | Nov |
| **SCHOOL SCORES** | | | | | |
| % Proficient plus % Advanced | 92 | 100 | 90 | 90 | 97 |
| % Advanced | 53 | 63 | 52 | 37 | 56 |
| Number of students tested | 36 | 19 | 31 | 30 | 39 |
| Percent of total students tested | 100 | 100 | 100 | 100 | 100 |
| Number of students alternatively assessed | 0 | 0 | 0 | 0 | 0 |
| Percent of students alternatively assessed | 0 | 0 | 0 | 0 | 0 |
| **SUBGROUP SCORES** | | | | | |
| **1. Socio-Economic Disadvantaged/Free and Reduced-Price Meal Students** | | | | | |
| % Proficient plus % Advanced | | | | | |
| % Advanced | | | | | |
| Number of students tested | 6 | 3 | 5 | 4 | 2 |
| **2. African American Students** | | | | | |
| % Proficient plus % Advanced | | | | | |
| % Advanced | | | | | |
| Number of students tested | 0 | 0 | 0 | 0 | 0 |
| **3. Hispanic or Latino Students** | | | | | |
| % Proficient plus % Advanced | | | | | |
| % Advanced | | | | | |
| Number of students tested | 1 | 0 | 1 | 0 | 0 |
| **4. Special Education Students** | | | | | |
| % Proficient plus % Advanced | | | | | |
| % Advanced | | | | | |
| Number of students tested | | | | | |
| **5. Limited English Proficient Students** | | | | | |
| % Proficient plus % Advanced | | | | | |
| % Advanced | | | | | |
| Number of students tested | | | | | |
| **6. Largest Other Subgroup** | | | | | |
| % Proficient plus % Advanced | | | | | |
| % Advanced | | | | | |
| Number of students tested | | | | | |

Notes:
Wisconsin did not administer the WKCE in Grades 3 & 5 for the 2004-2005 school year. When cell sizes are too small, Wisconsin does not report scores in order to protect the confidentiality of individual student results.

Subject: Mathematics Grade: 5 Test: WKCE

Edition/Publication Year: 2009 Publisher: CTB McGraw-Hill

| | 2008-2009 | 2007-2008 | 2006-2007 | 2005-2006 | 2004-2005 |
|---|---|---|---|---|---|
| Testing Month | Nov | Nov | Nov | Nov | |
| **SCHOOL SCORES** | | | | | |
| % Proficient plus % Advanced | 100 | 94 | 97 | 81 | |
| % Advanced | 70 | 38 | 42 | 31 | |
| Number of students tested | 20 | 32 | 31 | 42 | |
| Percent of total students tested | 100 | 100 | 100 | 100 | |
| Number of students alternatively assessed | 0 | 0 | 0 | 0 | |
| Percent of students alternatively assessed | 0 | 0 | 0 | 0 | |
| **SUBGROUP SCORES** | | | | | |
| **1. Socio-Economic Disadvantaged/Free and Reduced-Price Meal Students** | | | | | |
| % Proficient plus % Advanced | | | | | |
| % Advanced | | | | | |
| Number of students tested | 3 | 5 | 4 | 3 | |
| **2. African American Students** | | | | | |
| % Proficient plus % Advanced | | | | | |
| % Advanced | | | | | |
| Number of students tested | 0 | 0 | 0 | 0 | |
| **3. Hispanic or Latino Students** | | | | | |
| % Proficient plus % Advanced | | | | | |
| % Advanced | | | | | |
| Number of students tested | 0 | 0 | 0 | 0 | |
| **4. Special Education Students** | | | | | |
| % Proficient plus % Advanced | | | | | |
| % Advanced | | | | | |
| Number of students tested | | | | | |
| **5. Limited English Proficient Students** | | | | | |
| % Proficient plus % Advanced | | | | | |
| % Advanced | | | | | |
| Number of students tested | | | | | |
| **6. Largest Other Subgroup** | | | | | |
| % Proficient plus % Advanced | | | | | |
| % Advanced | | | | | |
| Number of students tested | | | | | |

Notes:
Wisconsin did not administer the WKCE in Grades 3 & 5 for the 2004-2005 school year. When cell sizes are too small, Wisconsin does not report scores in order to protect the confidentiality of individual student results.

Subject: Reading Grade: 5 Test: WKCE

Edition/Publication Year: 2009 Publisher: CTB McGraw-Hill

| | 2008-2009 | 2007-2008 | 2006-2007 | 2005-2006 | 2004-2005 |
|---|---|---|---|---|---|
| Testing Month | Nov | Nov | Nov | Nov | |
| **SCHOOL SCORES** | | | | | |
| % Proficient plus % Advanced | 100 | 94 | 97 | 88 | |
| % Advanced | 45 | 53 | 45 | 52 | |
| Number of students tested | 20 | 32 | 31 | 42 | |
| Percent of total students tested | 100 | 100 | 100 | 100 | |
| Number of students alternatively assessed | 0 | 0 | 0 | 0 | |
| Percent of students alternatively assessed | 0 | 0 | 0 | 0 | |
| **SUBGROUP SCORES** | | | | | |
| **1. Socio-Economic Disadvantaged/Free and Reduced-Price Meal Students** | | | | | |
| % Proficient plus % Advanced | | | | | |
| % Advanced | | | | | |
| Number of students tested | 3 | 5 | 4 | 3 | |
| **2. African American Students** | | | | | |
| % Proficient plus % Advanced | | | | | |
| % Advanced | | | | | |
| Number of students tested | 0 | 0 | 0 | 0 | |
| **3. Hispanic or Latino Students** | | | | | |
| % Proficient plus % Advanced | | | | | |
| % Advanced | | | | | |
| Number of students tested | 0 | 0 | 0 | 0 | |
| **4. Special Education Students** | | | | | |
| % Proficient plus % Advanced | | | | | |
| % Advanced | | | | | |
| Number of students tested | | | | | |
| **5. Limited English Proficient Students** | | | | | |
| % Proficient plus % Advanced | | | | | |
| % Advanced | | | | | |
| Number of students tested | | | | | |
| **6. Largest Other Subgroup** | | | | | |
| % Proficient plus % Advanced | | | | | |
| % Advanced | | | | | |
| Number of students tested | | | | | |

Notes:
Wisconsin did not administer the WKCE in Grades 3 & 5 for the 2004-2005 school year. When cell sizes are too small, Wisconsin does not report scores in order to protect the confidentiality of individual student results.